



TZADDIK: CONVERSATIONS

BECAUSE YOU WERE SLAVES UNTO PHAROAH IN EGYPT what motivates service?

FACILITATOR'S GUIDE

The guiding questions of this TZADDIK Conversation are:

- What motivates us to perform service on behalf of others?
- How does Jewish tradition frame our responsibility toward others?
- What would it be like to practice greater responsibility toward the wellbeing of others?

On the following page is a suggested step-by-step set of instructions for educators. Feel free tailor these steps to best fit the students and context in which you're using this guide. TZADDIK Conversations are designed to run for one hour. The role of the educator is to personally connect with these questions, and then invite students to seriously engage with the coming hour. **The following guide assumes that the educator has already studied the texts related to this session and has completed the reflection writing.**



BECAUSE YOU WERE SLAVES UNTO PHARAOH IN EGYPT: WHAT MAKES SERVICE?

Timing is approximate.

- 1 Open session by explaining why these questions are personally relevant to you. (5 min)
- 2 Invite students to form groups of 3-5 and to read/respond to the “Opening Questions” – Have students respond to the “Conversation Questions” at the bottom. (10 min)
- 3 Bring group together, encourage several students to share key reflections and comments from their groups. (5 min)
- 4 Transition students toward exploring a selection of Jewish texts. We turn to our textual tradition hoping to be inspired as well as challenged by the voices of our Jewish ancestors. We turn to these texts as much out of curiosity as reverence.
- 5 In a larger group or in *chevrutot* (pairs, or groups of three), explore “Texts: Protect the Stranger, Love Your Neighbor”. Use “Discussion Questions” to open up conversation. If students are in *chevrutot*, bring group back together to share a handful of student reflections. (15 min)
- 6 Turn students toward quiet “Reflection Writing.” (5 min)
- 7 Have students form *chevrutot* to process and share their written reflections. Encourage students to take turns sharing what they wrote about and how they feel. This should not be so much as a conversation as it is an opportunity to speak and listen. (10 min)
- 8 Bring students back together, ask for one or two reflections from *chevrutot* to be shared. (2-3 min)
- 9 Ask students to write down a single “Key Take Away” from the conversation. Allow a handful of students to share these “Key Take Aways” as well as any closing reflections. (2-3 min)

